

Study of domesticated animals. (a) Cow, (b) Buffalo, (c) Goat, (d) Sheep, (e) Horse, (f) Dog, (Six lessons). Poultry farming. Rearing, hatching, grading eggs, Bee-keeping. Five periods of theory and practical work to principally comprise—

(1) Cultivating one dry and one wet crop generally obtained in the neighbourhood.

(2) In observation plots, to grow all the major food crops, typical oil seeds, green manure crops and subsidiary foods, crops, common pulses.

(3) Some fruits and flowers in a small garden area. Chiefly with a view to give practice in pruning, grafting, building and other garden methods, and generally, regarding manure and tillage, etc. (Four periods a week).

Greater attention should be paid to the practical side, excursions and field work in each class.

An excursion to agricultural farms, the plantation districts and large areas under irrigation project—would be a welcome addition to the programme.

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Notification No. 19 of 52-53, dated 16th May 1952.

No. T2. 4607-102—49-50. It is hereby notified that the following syllabuses in Needle-work, compulsory for girls, for Middle School I Year (under the head Nature-Study and Elementary Science) Domestic Arts and Needle-Work—optional subject for Middle School II, III and IV Year classes and Domestic Arts and Needle-Work optional subject for High School II and III Year classes will come into effect from 1952-53 (*vide* G.O. No. E. 963—Edn. 23-51-21, dated 26th April 1952).

Syllabus for Middle Schools.

NEEDLE-WORK.

I Year class (Middle)—Compulsory.

Aims of the course :—

1. To satisfy the child's creative instinct.
2. To develop and train the sense of proportion.
3. To encourage the correct use of tools.
4. To develop co-ordination of finer muscles.
5. To develop power of concentration and further manipulation.
6. To develop sense of colour scheme.
7. To develop sense of economy in the use of materials.
8. To develop accurate work habits.
9. To encourage selection of appropriate material and design.

I Year Middle School.

Material.—Calico—Unbleached material—Crewel or big eyed needles—Coloured embroidery thread and wool.

Apparatus to be used in classes.—Specimen of finished articles; Unbleached Calico; wool and embroidery cotton; large diagrams of stitches.

Practical work.—(a) Fixing a knot; (b) Straight and neat Tacking; (c) Making designs or patterns with tacking; (d) Folding of hems of different sizes; Tacking them; (e) Cross-stitch Hand towels with tacks.

Types of articles to be made.—Square or oblong; Fringed Table mats; Flat articles like bags, comb cases, pencil-cases; Book covers; writing pad cases, Tray cloths using borders made of tack-designs.

Hand-work.—(a) Cardboard work; Paper work. (b) Making Cloth Dolls. (c) Making Doll's sheets.

DOMESTIC ARTS AND NEEDLE-WORK.

Optional Domestic Arts—Middle II Year—2 Periods.

I. **House.**—Selection of site for the house with regard to ground, neighbourhood, latrines, water supply, drainage, walls and pipes.

II. (a) Ventilation of the house—Natural and artificial.

III. **Lighting of the house.**—Natural and artificial—Oil lamps, electric lights, flame lights, gas lights. Their advantages and disadvantages.

IV. **Water.**—(1) For domestic use, (2) for drinking, (3) for bathing, (4) cooking, (5) laundry, (6) household cleaning.

V. Elementary idea of cleanliness of the house and compound.

VI. **Prevention and destruction of.**—House pests—house fly, mosquitoes, bugs, fleas and cockroaches.

VII. **Care of pet animals.**—Horse, cow, dog, cat and parrot.

Note:—Emphasis to be laid on practical work in each of the above topics.

III Year.

1. **Management of the home.**—(1) Management of servants. (2) Budget. (3) House-hold purchases—weekly and monthly. (4) Storing of provisions. (5) Care of store room and kitchen.

2. **Food.**—(1) Elementary idea of food nutrients. (2) Hygienic food habits.

3. **Clothing.**—(1) To suit different seasons. (2) Outer and under garments. (3) Elementary methods of washing of cotton clothes.

4. **Occupation for leisure hours.**—(1) Gardening, Needle work and Painting, Spinning and Poultry rearing.

5. **Personal Hygiene.**—Fresh air exercises, study, pertaining to habit formation. Rest and recreation.

6. **Causes and spread and prevention of infectious diseases.**—Plague, Cholera, Dysentery, Whooping Cough, Typhoid and Small-pox.

Practicals—(1) Visits to the market—Hospitals, Gardens. (2) Raising a school flower and vegetable garden.

IV Year.

I. **Care of the human body.**—(1) Elementary idea of Digestive, Circulatory and Respiratory systems. (2) Bathing and care of the skin, hair, nails, eyes, nose, ear, throat and teeth.

II. **Care of children.**—Diet, cleanliness, outing.

III. Inculcation of good and correct habits, hours of sleep, timely feeding, discipline, development of healthy ideas, education by play-method.

IV. **Baby ailments.**—Teething, Diarrhoea, Rickets, Cold.

V. **Vaccination.**—Its importance and care involved during that period.

VI. **Sick Nursing.**—Duties of a Nurse. (2) Location and arrangement of sick room.

VII. **First Aid.**—(1) Elementary aids of dressing a wound. (2) Burns and scalds. (3) Snake bite, bite of mad dogs, scorpion, stings. (4) Common sources of poisoning. (5) Elementary ideas of disinfectants and lotions, e.g., Phenyle, Potassium Permanganate, Dettol. (6) Revision of II Year and III Year portions.

Syllabus for Middle Schools.

NEEDLE-WORK OPTIONALS.

II Year Middle School. Two periods a week.

Material.—Printed cloth—Material of Contrasting colours—Thick white material—Embroidery coloured cotton—Canvas and coloured wool.

Apparatus to be used in classes.—(1) Charts showing how the cloth should be held; Diagrams of the different types of fancy stitches; Methods of making these stitches described in pictures; Specimens of finished work.

Practical work.—(a) Running; (b) Herring-bone; (c) Back stitch; (d) Cross stitch; (e) Alphabets in Kannada.

Types of articles to be made.—Oblong and round patterns; Table-runners; Guest Towels; Round Doylies; Tumbler covers of net; Various kinds of bags; Sewing bag, shoe bag, comb bag.

Hand work.—Card-board or Raffia work; Making of pot-holders with fancy design on them.

Garment-making.—A baby's Chemise or slip, Rompers, Baby's napkin with the tapeloop.

III Year Middle School.

Material.—Light print, Calico, Linen.

Apparatus to be used in classes.—Specimens of completed work. A Model Needle-work box. Card-board charts describing the Calico patch. The different types of Fancy stitches.

Practical work.—(a) The making and upkeep of a needle work box; knowledge of its contents, e.g., Thimble; Pair of scissors, Measuring tape, Packet of needles of different

sizes, Thread Plain and coloured, plain and coloured pencil, common pins and pin-cushion.

(b) To learn to work the following stitches: Hemming, Topstitch, Chain stitch, lazy daisy stitch, stem stitch.

(c) To make the following articles.—A Calico patch; A tray cloth using the above fancy stitches, (with coloured thread); Sewing on a button; making a buttonhole.

(d) Knitting—Casting on and off plain and purlish stitches; knitting a muffler or a doll's blanket, knitting a bag.

Hand work.—Continuation of the work done in the I and II Year classes String work or String knotting can be taken up as a new type.

Garment Making.—The Child's Banyan with wide opening to cut with help of pattern and stitch completely.

IV Year Class—Two periods a week.

Material.—Flannel—Calico—Long Cloth—Cotton material.

To learn.—(1) The arrangement and upkeep of a Needle-work box. (2) Elementary ideas on texture of material (warp and weft). (3) To straighten out uneven material. (4) To deal with starchy material.

Practical work.—To make the following stitches:—

(a) Back stitch; (b) Stem stitch; (c) Blanket stitch; (d) Button-hole stitch; (e) To attach books and eyes; (f) To make button-holes. Loop and eyes; (g) To make a flannel and print patch. (h) To attach frills to a pillow case.

Knitting.—To knit with the use of four needles—A Baby's cap.

To learn—(1) How to take measurements.

(2) To make simple patterns and to cut them out on paper after drawing them.

(3) The elementary ideas of prices and quantities of materials.

Garment making.—The Magyer Blouse—to cut out with help of paper pattern, to tack and stitch completely attaching buttons, etc.

Hand-work.—(1) Bead work—Doylies and bags.

(2) Crochet (simple).

Instructions to Middle School Teachers.

This is a course useful to all girls in the running of a home. Many girls drop out of the Middle School, because of inability to pay their way through the High School. This course is meant to guide them on to ordinary housewives.

This course begins with the elementary principles of needle-work. It is very essential that these children be given a thorough training in manipulating the various stitches.

In garment-making they should be taught to give a neat finish, to attach the buttons and hooks and eyes as well as the press buttons correctly. The Bias Facing is the only correct method for attaching a neck band; this should be very strictly adhered to. It has been noticed that even in the public examinations, examiners allow for just as much cloth as is necessary for cutting out the garment and that the children are not given the option to cut out cross bands even if they know how. The principles of correct teaching should be the aim of every teacher, but this is all the more necessary in the Middle School as it is there that children start developing correct habits with an understanding that they lacked while in the primary grades.

It is here that children will learn to develop a taste for Needle-work and will become successful needle-women and the responsibility of the teacher is very great. She has to be sourceful and thoughtful guiding the young mind along the path of accuracy and thrift.

This syllabus allows a great deal of scope for originality and it should be the aim of teachers to guide children in their originality and not force their own ideas on them as far as possible.

C. PRACTICAL ARTS GROUP.

DOMESTIC ARTS AND NEEDLE-WORK GROUP.

Syllabus for Domestic Arts for High Schools—(Optionals).

II Year—Three periods a week.

I. *House.*—(a) Site, suitability of ground and locality. (b) Building, foundation, etc., walls, roof, flooring. (c)

Allotment of rooms. (d) Aspect of ventilation—Natural and artificial. (e) Furnishing and decoration.

II. *Sanitation.*—(a) Removal of refuse—Body waste, water waste, house-hold waste.

(b) *Home pests.*—Flies, fleas, mosquitoes, bugs, lice. Their prevention and destruction—use of D.D.T. and Gemaxin.

(c) *House cleaning.*—Daily, weekly and spring. Care of utensils, cleaning of wood, glass, brass, copper, silver enamel and China.

III. *Water supply.*—(a) Sources of water. (b) Pollution of water. (c) Tests for various impurities in water. (d) Methods of purification of water.

IV. *Home Management.*—(a) Duties of the house-wife. Attention to the general management of the home. The importance of good family relationship in the upbringing of the child. Planning the routine of the home—The servant problem. (b) Management of money, income and expenditure. (i) Marketing. (ii) Accounts. (c) Preservation and storage of commodities.

V. (i) *Clothes.*—The microscopic appearance of the following fibres—Wool, Silk, Artificial Silk, Cotton and Linen.

Purchasing and care of clothes.—(a) Quality, durability, utility and dependability. (b) Renovation. (c) Laundry—washing of cotton, wool, silk, artificial silk and linens. (d) Laundry—Preservation of clothes. (e) Repair of clothes.

VI. *Food.*—(a) Classification of food according to the various nutrients, their uses. (b) Advantages and disadvantages of cooking food. (c) A balanced diet (d) Supplementary foods. (e) Principles underlying as roasting, baking, boiling, steaming, frying and stewing.

Practicals.

II Year—Two Periods.

1. *Rice.*—(1) Chitranna (Lime). (2) Kirchidi (ಕಿರಿದಿ).

2. *Ravai.* (1) Plain Uppittoo. (2) Vangi Bhat. (3) Ravai or Vermicelli Payasam.

3. *Wheat.*—(1) Puri. (2) Puffs (Vegetable) or Samosas.

4. *Dhal.*—(1) Sambhar (Huli). (2) Vadais. (3) Bajis.

5. *Palyas or side-dishes.*—(1) Potato—(a) Mashed potato (ಪೊರೆ), (b) Massala potato.

(2) Chips out of potato or sweet potato or any other-ruber vegetables.

6. *Goojos or curries.*—(1) Cootoo with various vegetables.

7. *Sweets and puddings.*—(1) Cocoanut sweet (Burphy). (2) Fruit stew and cream.

Chutnies and Savouries.—(1) Cocoanut and Pudiana Chutney. (2) Cucumbar and tomato salad.

Invalid foods.—(1) Cungees. (2) Egg-flip.

Beverages.—Coffee, Tea, Cocoa, Ovaltine.

Laundry.—(1) Washing of white and coloured cotton materials. (2) Blueing. (3) Starching. (4) Proper way to use an iron. (5) Pressing or ironing of garments. (6) Removal of coffee and tea stains.

Development and maintainance of a kitchen garden.—These should be done in addition to the work mentioned in the I year syllabus.

DOMESTIC ARTS.

High School—III Year—Three periods a week.

I. *First Aid.*—Refer First Aid to the injured.

II. *Home Nursing.*—(a) Arrangement of sick room—lighting, ventilation, furniture, bed-making. (b) Care of the sick—Sponging, feeding and dressing. (c) Duties of the Nurse towards herself and the patient. Temperature, chart, pulse rate, administering medicine. (d) Invalid diet. Emphasis to be laid on food.

III. *Infectious diseases.*—(a) Spreading and prevention of Cholera, Typhoid, Plague, Tuberculosis, Chicken Pox, Measles, Small-pox, Influenza, Whooping cough, Mumps, Skin diseases, etc. (b) Knowledge of disinfectants and lotions, Phenyle, Permanganate of Potash, Dettol, etc., D.D.T. Chunam. (c) Carbolic Lotion, Lysol. (d) Deodorants, Anti-septics, Fumigation, Sterilization and their correct application.

IV. *Mother-craft.*—(a) Mother and infant mortality—Lack of hygienic habits, ignorance, superstition, illiteracy, poverty, crowded and dingy areas. (b) Care of infants—feeding, bathing, clothing, habit formation.

(c) Common ailments of children—Cold, Cough, Rickets, Draproehea, Itches, Stomach Colics.

(d) Education—mental and moral training of children at home—a brief and simple outline.

V. Revision of Human Physiology done in General Science.

Practicals—III Year class. 2 periods.

Rice.—(1) Cocoonut rice (with cocoonut milk), (2) Sweet rice or Sakkarai Pongal.

Ravai.—(1) Kesari Bhat.

Wheat.—(1) Puri, (2) Parota, (3) Puffs (Karjikai).

Dhal flour.—(1) Bondas, (2) Karasev.

Palyas or side dishes (dry).—(1) Masala Brinjal, (2) Mixed vegetable palyas (with masala and plain seatory).

Goofus and curries (with gravy).—(1) Vegetable kurma (ಅಜ್ಜಿರ), (2) Curds curry (ಪಚ್ಚಿನ ಹಣ್ಣು).

Chutneys and savouries.—(1) Brinjal pachedy, (2) Kosambari.

Sweets and puddings.—(1) Custard, (Balmanga (invalid food), (3) Mysore Pak.

Invalid food.—(1) Vegetable soup, (2) Conjees, (3) Vermicille pudding, (4) Omlets, (5) Egg flips, (6) Toast, (7) Vermicille Idli, (8) Whey, (9) Albumin water, (10) Barley water, and (11) Arrow root.

Laundry.

1. Washing of silks (real and artificial).
2. Washing of knitted woollen garments, laundry care in dealing with these.

3. Ironing or pressing of silks.

4. Removal of stains, grease, ink, tar and fruit, rust, iodine, stain.

5. The uses of starch and blue.

Syllabus for High School—Needle Work.

Aims of the syllabus for the High Schools.—

1. Practice at using the needle-work ease.
2. To teach thrift and care by darning and mending.
3. To develop the aesthetic sense by teaching the blending of colours and the uses of simple stitches to form beautiful designs.

4. To learn to make their own garments by correct measurements and draft.

5. To sew on the machine and to learn to value it by taking care of it.

6. To learn correct methods of work and neat finish.

7. To be able to use up pieces of cloth for handy home articles with suggestions from the teacher e.g., pin cushions, pot holders, shoe bags, etc.

8. To take an interest in keeping their persons neat and clean and their home artistic.

9. To develop co-ordination of the finer muscles and develop skill in the use of the needle.

Examination requirements.—Maximum 50 marks.

1. All garments included in the syllabus (II and III year).

2. The knowledge of the various seems and their uses.

3. Embroidery stitches of various kinds.

4. The different kinds of patches.

5. Fixing of buttons, button-holes, press buttons, hooks and eyes, thread buttons.

6. Cutting out garments according to the size stipulated by the examinee.

7. Marking in cross stitch.

8. *Viva voce* on all the points pertaining to the above and also everything pertaining to the sewing machine and its uses, parts and cleaning.

Practical Examination—Maximum 50 marks.

1. Cookery as per syllabus approved by the committee last year.

2. *First aid.*—Bandaging—as per instructions given in St. John's Ambulance First Aid Book, bed making and changing the bed of the bed-ridden patient.

3. Artificial respiration.

4. *Home Nursing.*—General care of the sick—Baby ailments, etc., (*Viva Voce*).

5. *House wifery.*—General use of cleaning agents. The care of the home.

6. *Laundry.*—Practical demonstration of the washing, starching, blueing and ironing of cotton and linen. Washing and treatment of woollen clothes; how to iron woollen articles. Washing and ironing of silks.

7. *Viva Voce*—All portions dealt within theory and practical classes.

Hints to Needle work teachers in the High School.

1. This is a course intended to train girls to be good housewives and it also aims at laying the foundation for those who aim at further specialization. It will aid them in the guiding principles of good needle work and should therefore be taught with great care and precision.

2. In the interest of both the candidates as well as the examiners the needle work should be preserved in the custody of the teacher for evaluation at the end of the year. This work (the work done in II and III year) should be shown to the examiners at the S.S.L.C. Public Examination so that it will help the candidates who might do badly due to nervousness.

3. Ten marks out of the total number of marks reserved for the needle work paper should be allotted for the evaluation of the completed specimens of work.

4. This paper should be held on the day allotted for the II optionals, and the duration of the paper should be two hours instead of the hour and a half allotted at present which is found to be insufficient.

5. Oral and practical question will be included in the examination based on the prescribed syllabus.

6. Particular care should be bestowed on the correct methods of cutting out of garments. Marks will be deducted at the examination if the rules regarding the selvedge is not observed.

7. Care should be taken to see that—

(1) The Bias-facing is used to complete the neck band. This should not only be done correctly but also neatly.

(2) The seams should be carefully and neatly applied.

(3) A correct procedure is followed regarding (i) the fixing of hooks and eyes, (ii) Buttons and button-holes, (iii) Press buttons, (iv) Tapes, and (v) Bands.

(4) Graph boards are used for demonstration of drafting out of patterns and teachers should insist on these drafts being copied out step by step into graph books which will prove helpful for future use.

SYLLABUS FOR HIGH SCHOOL NEEDLE-WORK OPTIONALS.

II Year Class High School, 4 periods a week.

I. *Equipment.*—(1) Long cloth, Canvas, Calico (unbleached), (2) A model needle-work box and its contents as mentioned above, (3) Machine, machine oil, machine thread and needles, (4) Buttons, press buttons, (5) Coloured embroidery schemes, (6) Newspaper, (7) Marking chalk or pencil, and (8) Knitting needles.

II. *Teaching aids.*—(1) Mounted drafts of patterns of garments prescribed for the year.

(2) Large diagrams showing, (a) the different kinds of shuttle in sewing machine, (b) the ways of threading the shuttle; the tension screw; the correct position of needle while fixing it to the machine; the correct steps of threading a machine.

(3) Samplers showing the different types of stitches produced by the tight tension, loose tension and the correct tension.

(4) Diagram showing the incorrect and correct button holes.

III. *To learn.*—(1) How to fix a button with a shank and make a button-hole with cross bar.

(2) How to make a samplers showing, (a) Fancy stitches, e.g., button hole stitch, shadow stitch, (b) Complicated darns—darning a hole, (c) cross stitch to mark the English and Kannada alphabets with cross stitch.

(3) How to cut out the following garments with the use of measurements. Using the correct seams they should be worked by hand. (a) A Girl's Bodice, (b) A Girl's Brassier.

(4) The use of the sewing machine; to clean and look after it, to understand the correct tension of stitches.

(5) How to work by machine after cutting out according to measurements and self-constructed drafts the following garments:—

(1) The child's princess petticoat.

(2) The girl's blouse with attached sleeves.

N. B.—(1) All parts of these garments should be machined except the neck which should be done by hand (the bias facing), and the attachment of the sleeves which can also be done by hand if the pupil finds it difficult to do it on the machine.

(2) The Bias-facing in connection with the neck-band should be insisted on.

(3) Seams in these garments should be *French Seams*.

(6) To learn to whip on a frill to make a cushion cover or a pillow case with frill attached and simple embroidery.

IV. Completed specimens of work for the year.

1. An expansion of the Needle-work book showing:—
(a) The fixing of the button and the making of the button-hole. (b) Sampler showing button-hole stitch, shadow stitch. (c) Sampler showing complicated darning—A hole, a slant tear(/). (d) Sampler showing cross stitch marking of Kannada and English.

2. Worked out garments:—

(a) *By hand*.—A girl's bodice. A Girl's brassiere.

By Machine.—A girl's blouse with attached sleeves. A child's princess petticoat (simple bodice with attached skirt gathered at the waist).

3. *Fancy work*—A completed pillow case or cushion cover with frill attached and simple embroidery.

4. A knitted baby's booties and cap.

III Year Class (High School). 4 periods a week.

I. *Equipment*.—Long cloth, work box, buttons, embroidery designs, embroidery cotton, crochet needles.

II. *Teaching aids*.—Cardboard models illustrating:—

(a) Fancy stitches like Fagotting. (b) Methods of fixing a gusset. (c) A collection of magazines and cuttings, designs, patterns etc. (d), The needle-work box with a few additions like Carbon Paper, Stencils, Waxed Paper.

II. *To learn*.—(1) To learn to cut out and stitch completely by hand using correct seams and openings with the aid of standard measurements and self-constructed drafts.

(a) A child's Yoke Frock (using French seams), with simple embroidery at the centre of yoke.

(b) A child's Chemise (French seams) with fancy stitches or crocheted edging or trimming at the neck, the sleeves and bottom.

N. B.—The correct methods of fixing on the Bias facing along with the suitable fastenings should be insisted upon.

(c) The boys jubba (with double yoke and attached sleeves). Practice should be given in cutting out the yoke separately. Seam used in this garment—The run and fell seam.

(2) To cut out with help of standard measurements and pattern drafts and to work on the machine using correct seams and openings the following:—

(a) A skirt petticoat—(Run and Fell seams).—To fix on the press buttons for side opening. To crochet a simple border and to attach using the whip-stitch.

(b) A boy's banyan—(Magyar style, French seam and one side opening); to fix on a button with shank and a button-hole with cross-bar.

(c) A boy's shirt—(Using striped materials to show the direction in which the stripes should run).

(3) To make house hold articles for home use and decoration:—

(a) Tray cloth with cross stitch corner designs.

(b) Window curtains of different styles—To work out any one of these styles to fit the window of their own Bedroom or stitching room.

(c) To make pot-holders and realize the uses of these.

(d) To work out Guest Towels partly by hand and partly by machine. To decorate using simple hand embroidery—The Lazy Daisy Stitch, the Chain or Stem Stitch.

IV. Completed specimens.—Children's Garments (by hand).

(1) The Child's Yoke Frock. (2) The Child's Chemise. (3) Boy's Jubba (with double yoke, side openings and attached sleeves).

Women's garments.—(By machine).

(1) The petticoat (Skirt). (2) A boy's banyan (Magyar style with side opening). (3) A boy's shirt.

(Simple embroidery may be applied wherever admissible in any of these garments).

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House hold articles of beauty and comfort.

(1) Tray cloth. (2) Window curtains. (3) Pot holders. (4) Guest towels. (5) Simple laces.

K. GURU DUTT,
Director.

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Mysore Public Examinations.

(SANSKRIT BRANCH).

Notification No. D. 41—E6, 42—52-53, dated 11th July 1952

It is hereby notified for general information that the following Public Examinations in Sanskrit conducted by the Board for Sanskrit Education and Examinations, Bangalore, will be held in the Sri Chamarajendra Sanskrit College, Bangalore, and in the Maharaja's Sanskrit College, Mysore, in March—April, 1952. The Sahitya and Kavya Examinations will, in addition, be held in the Government High School, Tumkur. The Prathama Examination will be held at the several Middle Schools nearest to the Sanskrit Pathasalas that present candidates for this examination. The Examinations in Vedas will be held in the Maharaja's Sanskrit College, Mysore, only. The exact date of commencement and the programme for the Examinations will be notified in due course.

1. Every year five Public Examinations are conducted by the Board in the month of March—April.

A. Sastras.

1. Prathama. 2. Kavya. 3. Sahitya. 4. Vidwat Madhyama (Intermediate) and 5. Vidwat Uttama (final).

B. Vedas.

1. Vidwat Madhyama (Intermediate) and 2. Vidwat Uttama (final).

The exact date and Scheme of these Examinations will be duly notified every year in the *Mysore Gazette*.

2. The examinations will be held in Bangalore, Mysore and other centres to be notified by the Secretary, Secondary Education Board from time to time.

Admission.

3. Candidates may appear from Institutions approved by the Board or directly by private study, if they are certified to have satisfactorily prosecuted their studies in the Branch under Adhyapakas recognised as such by the Board; but, candidates appearing by private study, if studying in an Institution at the time shall apply only through the Institution.

4. All recognised Institutions, Government or Aided teaching Sanskrit and Veda Patasalas under the Muzrai Department will be permitted to present candidates for these Examinations, subject to the condition laid down in the rules.

5. Candidates whose applications for admission to the Examinations are countersigned by persons scheduled below with a certificate to show that they have studied the books prescribed under competent guidance and are fit to appear for the Examinations may appear for the Examinations indicated therein by private study; provided they satisfy the conditions laid down in the rules.

In the case of private candidates, Adhyapakas recognised by the Board are those who after passing the Mysore Vidwat Examination are engaged in teaching Sanskrit for at least five years or those who have been once appointed as Examiners of Vidwat Examinations of this Board or other distinguished Pandits holding titles bestowed by Government.

6. Persons who can countersign the applications for admission to Sanskrit Examinations.

For what examination and for what subjects.

1. A member of the Board for Sanskrit Education and Examinations, Bangalore.
2. The Principal, Maharaja's Sanskrit College, Mysore.
3. The Principal, Sri Chamarajendra Sanskrit College, Bangalore.
4. The Principal, Sanskrit College, Melkote.
5. The Adhyaksha, Sanskrit Patasala, Siddaganga.
6. The Principal, Sri Chamarajendra Veda Mahapatasala, Chamarajapet, Bangalore.

For all examinations and all subjects.